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ABSTRACT

Described is a vocational education model designed to increase cooperative effort for the improvement of vocational personnel. The introductory section discusses the need for a systematic approach to vocational personnel development in Florida, presents the goals of the system, and briefly summarizes the salient features of each component of the system. Section 2 expounds upon the three administrative components of the system: management, finance, and information services. The content component includes six areas of professional interest and concern and is found in the third section. The content components are (1) planning, (2) professional standards and practice, (3) instructional delivery, (4) curriculum and materials development, (5) research, and (6) evaluation. Each component section is codified and includes a definition of the component, goals and objectives, guiding principles, and guidelines for action by the system's coordinating council. (LRA)

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The Florida Model for a Vocational Personnel Development System

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FOREWORD

This document presents a model for an integrated and organized system for vocational education personnel development in the State of Florida. The model includes: (1) the various institutions and agencies involved in personnel development and their relationship to the proposed system, (2) the content of personnel development concerns, and (3) the administrative structure needed to implement the system.

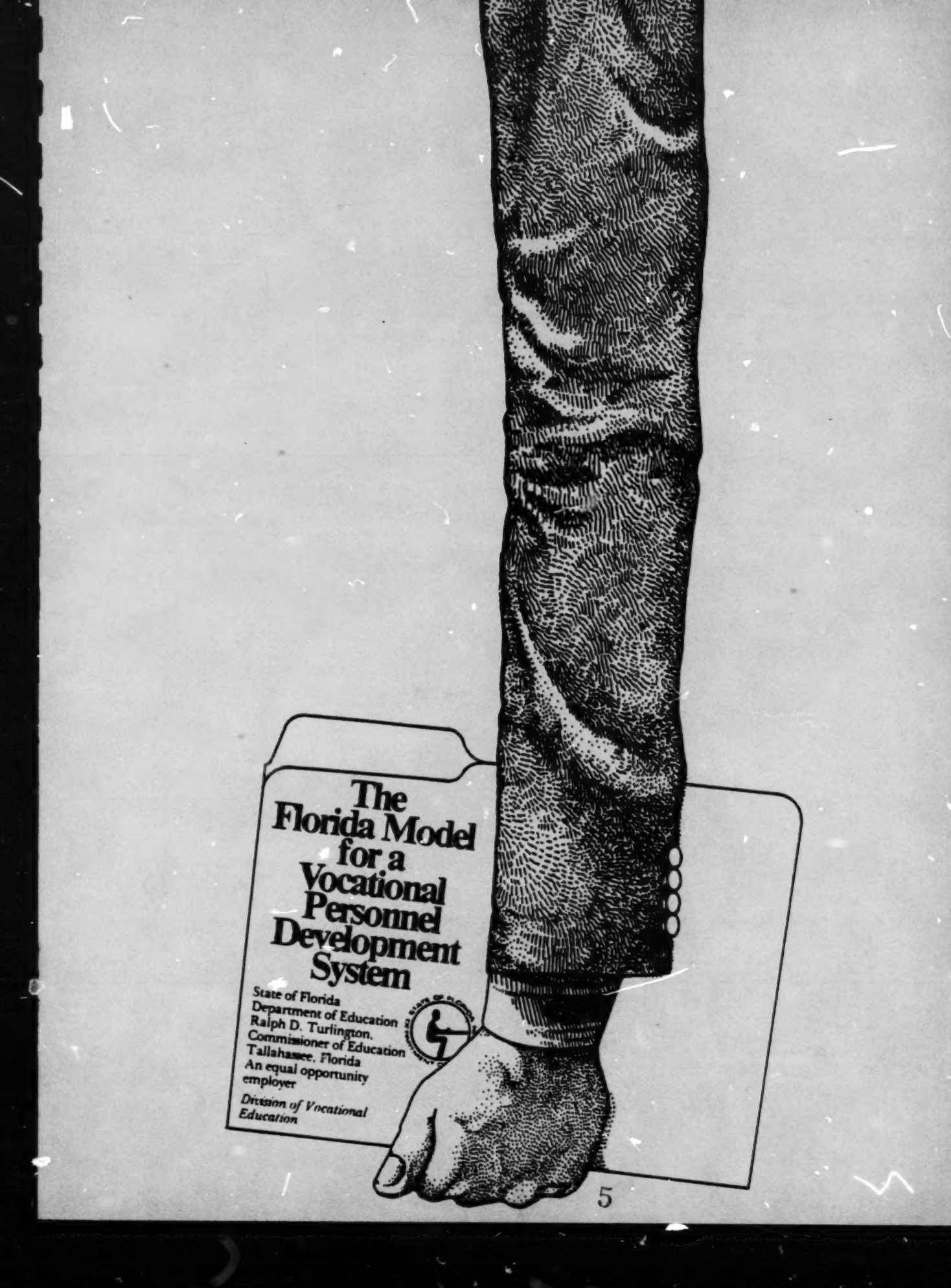
The model development process was an extensive one. The project staff provided the original conceptualization, and wrote the first drafts. Component work teams, including consultants from the State's universities, thoroughly reworked each component. The project advisory council then reviewed, discussed, and revised every section, and Florida teacher educators and Division staff reacted to the concepts in the document.

The overriding purpose of the Personnel Development System is to increase cooperative effort for the improvement of vocational personnel performance. Though designed to meet the particular needs of the State, the Florida Model may well be adaptable and useful to many other personnel development agencies throughout the country. The project staff and consultants believe that concepts and ideas included in the model go beyond anything being done elsewhere.

In effect, the Personnel Development System model represents a "Declaration of Interdependence" in which the Division of Vocational Education and the state universities acknowledge the need to work in close cooperation to solve personnel development problems and to utilize available resources most effectively. It also constitutes a form of "Constitution," in that within this model are spelled out the philosophical principles, administrative structure, and guidelines for action that will direct the Personnel Development System.

The groundwork for the proposed model was done during two preceding projects funded by the Florida Division of Vocational Education and conducted by Rex Toothman at the University of South Florida. In these, the status of personnel development in the State was investigated and documented, and information-gathering techniques were developed. Based on this work, the development of the Florida Model required a year of intensive activity, in which each component was subject to a thorough design, review, and refinement process. It is realized, however, that in order for the Personnel Development System to reach its full potential, time will be required for the system to grow, develop, and adapt to newly perceived needs and changed conditions.

This model for personnel development is the work of a large number of vocational educators. As the project staff, Harry O. Hall, Robert F. Paugh, and Glen E. Fardig gave direction to the entire effort. The advisory council, component work teams, consultants, and other teacher educators, all made crucial contributions. A list of direct contributors appears on the back pages. Special mention should be made of the work of Marlene S. Radford, who did the typing through many revisions, and who prepared the final copy.



The Florida Model for a Vocational Personnel Development System

State of Florida
Department of Education
Ralph D. Turlington,
Commissioner of Education
Tallahassee, Florida
An equal opportunity
employer
Division of Vocational
Education



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INTRODUCTION

Vocational educators in the State of Florida are committed to the continued improvement of occupational training in the State's schools and colleges. They recognize the successes of the past, the concerns of the present, and the challenges of the future in vocational education. Because the future so heavily rests upon the capabilities of professional personnel, it is imperative that vocational teachers, administrators, specialists, and teacher educators achieve ever higher levels of professional competence. They must meet the rising expectations of the public and of their colleagues, all the while dealing with an educational world of growing complexity.

The need to maintain and improve the performance of vocational educators at all levels has special implications for Florida. The rapid growth of vocational training, the changing and rising technology within the State, and the expansion of university personnel preparation programs are among the factors that affect the current status of vocational personnel development. Leaders in the field are concerned that growth and change be positive forces in developing programs that increase occupational competency and currency, prompt innovation, are readily available to vocational educators, and foster cooperative effort to increase efficiency and impact. In the recent past, there has been considerable difficulty in simply supplying the numbers of vocational personnel required. Now that these urgencies have been largely relieved, there is opportunity for emphasis on improving the quality of preparation and the competence of vocational practitioners.

It has become increasingly apparent that it is time for a more integrated and systematized approach to personnel development in Florida. Vocational educators have accepted the need for increased cooperation, thorough planning, and the prudent expenditure of limited resources. To this end, they propose to establish an organized decision-making system, within which those who are involved in personnel development can work. The Personnel Development System described here provides a mechanism for utilizing, in a cooperative setting, the unique abilities and energies of vocational educators in personnel development affairs. As they work together, individuals may relinquish something of special advantage or personal freedom to act, but they will gain in the general good of the total vocational program.

In proposing a new approach to the problems of personnel development, Florida's vocational educators fully acknowledge the long-term commitment of the Division of Vocational Education to the improvement of personnel preparation. Philosophical positions taken in this document reaffirm and realize the worthy goals and high standards long accepted and practiced by

the profession. It is the declared purpose of the Personnel Development System not to supplant the useful work that is now taking place, but to supplement these efforts with the wealth of resources that is available within the profession. The aim is not to create a new level of bureaucracy, but to help the existing organization to function with even greater responsiveness and precision.

GOALS OF THE PERSONNEL DEVELOPMENT SYSTEM

The following statements present the overall goals of the Personnel Development System. They are intended to be broad and general in nature, and of long-term duration. Each component of the system has an additional set of goals and action-oriented objectives specifically reflecting the changes or improvements expected in that area.

1. To improve the professional performance of Florida's vocational educators at all levels, including teachers, administrators, supervisors, specialists, and teacher educators.
2. To ensure an adequate supply of personnel, well prepared to attain the goals of vocational education in Florida.
3. To utilize all the resources available for personnel development--funds, physical resources, and human resources--most efficiently and effectively for the improvement of vocational education personnel.
4. To increase the involvement, participation, and commitment of the State's vocational educators in personnel development decisions, programs, and projects.
5. To maintain a system of communication among and between universities, colleges, teacher education centers, the State Department of Education, and other agencies concerned with the development of personnel in vocational education.
6. To provide a means for improving planning, coordination, and continuity of effort among the varied personnel development programs of the State.
7. To influence the development and implementation of legislative acts and policies at State and district levels, relative to meeting the needs for personnel in vocational education.

THE PERSONNEL DEVELOPMENT SYSTEM MODEL

The accompanying diagram provides a graphic representation of the model for the Florida Personnel Development System. It identifies the institutions and agencies involved, the areas of concern, the functional administrative units, and their relationship to each other.

In this model, personnel development is conceived of as all those activities designed to ultimately improve the professional performance of vocational educators, at whatever level the activities are conducted. It encompasses not only training activities and advanced education programs, but also the efforts needed to support such programs and to extend the knowledge base on which they are built. Vocational personnel are seen as being at the center of the whole vocational education scheme of the State, the framework on which all other parts of the structure depend.

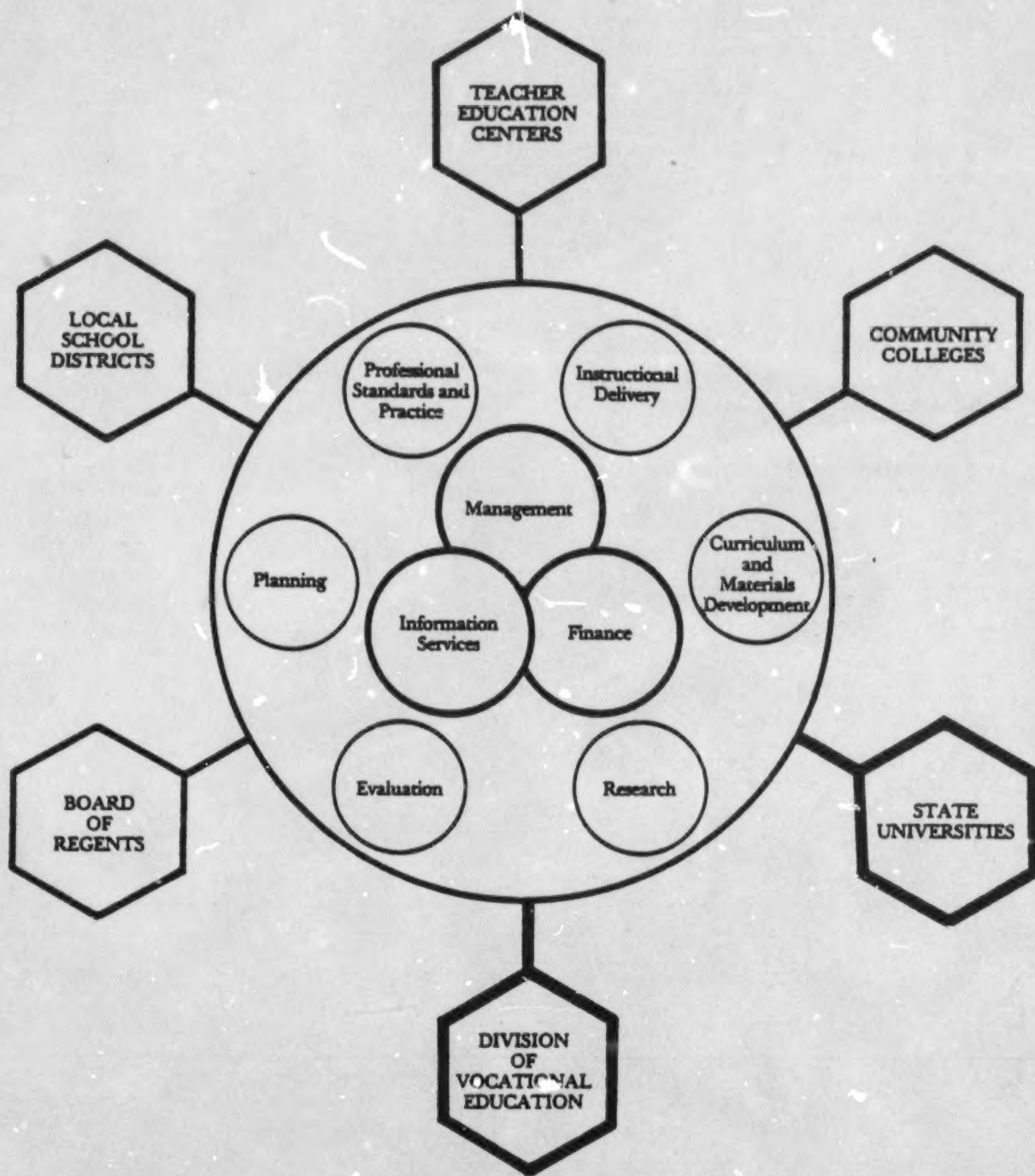
Institutions and Agencies in the System

The Personnel Development System model includes all institutions and agencies in Florida that are active in the field of vocational personnel development. When reference is made to the Personnel Development System (PDS), the term "system" refers to these institutions and agencies collectively, and to the organized way in which they work together. The two major, and most involved, units of the System are the nine state universities preparing vocational personnel, and the Division of Vocational Education (DVE) of the Florida Department of Education. These have the greatest involvement in personnel development, in terms of funds, professional staff, and other resources committed to the task. This model implies a great emphasis on the value of coordinating university programs and DVE activities, facilities, and programs in more efficient ways.

While many other agencies may be involved, the Florida Board of Regents, community colleges, private universities and colleges, local school districts, and teacher education centers must have direct or informal working relationships with the System. In varying degrees, all of these institutions and agencies provide input to the Personnel Development System, and all in some way share in the results of the effort.

Administrative Components of the System

Central to the entire PDS model are the components of management, finance, and information services. Together, these form the administrative unit and provide the functional apparatus for conducting the operational affairs of the Personnel Development System. The principles of their design and operation perhaps constitute the greatest contribution to a fresh approach toward personnel development in Florida.



FLORIDA VOCATIONAL EDUCATION
PERSONNEL DEVELOPMENT SYSTEM

Management

The management of the proposed Personnel Development System is given to a "Coordinating Council," composed of one representative from each of the participating state universities, and a representative of the Division of Vocational Education. The Division Representative will serve as the chief administrative officer of the Council, and will represent the Division in all PDS activities. Among his/her designated duties are the handling of administrative business, Coordinating Council activities, and serving as ex officio member on standing committees and special task forces.

University Representatives will have three major functions: (1) to participate in the work of the Council, its standing committees, and task forces, (2) to maintain a communications network in the university service area, and (3) to coordinate the development of long- and short-range university plans. It is expected that each University Representative will devote approximately 25 percent to 50 percent of assigned duties to this position, the cost of which is to be borne equally by the Division and the university. In effect, these institutions are contributing staff time for the important work of advancing vocational personnel development. In addition, liaison representatives will be recruited from many agencies to provide assistance and input on specific matters within their spheres of interest and areas of expertise.

The Council will meet on a regular basis to develop PDS plans, provide direction to the System, and oversee its many functions. The work of the Council, however, will be undertaken mainly by designated standing committees and by task forces specially assigned to meet specific needs. A pivotal role of the Council will be to utilize all the data available to it, examine options and alternative courses of action, and finally formulate recommendations for action to be forwarded to the State Director of Vocational Education for consideration and approval. Such recommendations will include, among other things, funding of projects and training programs, plans for curriculum and materials development, and professional matters. The Council may also consult with other agencies where the interests of vocational educators are concerned, speaking for the profession with a unified voice in matters of legislation, policy, planning, and procedures.

The Council collectively, and its members individually, share not only in the opportunity to participate in the planning and decision-making process, but also in the assumption of accountability for the effect of personnel development activities. The strength of the Council lies in the collective wisdom of its members and in its ability to tap the considerable resources of the university system. The Council can add synergy to vocational personnel development, but it has power only to the extent that its planning is thorough, its policies judicial, and its recommendations valuable to those who have final authority and responsibility for action.

Finance

There are two kinds of funds of concern to the Personnel Development System: (1) operational funds to support the establishment and functioning of the System itself, and (2) funds allocated by the Division of Vocational Education (and also by alternative funding agencies) for professional development projects and programs. The operational budget includes part-time support for the University Representatives and items such as travel, secretarial service, consultant fees, and supplies.

The Coordinating Council will control no project or program funds; neither is it expected to engage in projects or operate training programs. Its function, rather, will be to recommend to the State Director of Vocational Education those projects and programs which further the nominated goals and objectives of vocational education, and which are deemed worthy of support. It will do this through a thorough proposal review, discussion, and selection process. The Council will work cooperatively with the DVE units most directly concerned, and will not duplicate the scope of work of the Division. It will, instead, involve the profession in the funding process, so the results will be fair, practical, and prudent, and perceived as such by the profession. If it does its work well, the Council should expect to see a high proportion of its recommendations accepted.

Information Services

In an increasingly diverse and complex endeavor like vocational education, gathering and processing information are becoming both more necessary and more difficult. By gathering accurate and current information for the vocational education profession, the PDS can also provide an important service to the various communities of the State. University Representatives will be responsible for maintaining personal contact and communication with local teachers and administrators, regional vocational staff, business and industry, and community groups in their geographic and occupational service area. In so doing, they will be able to identify long-range personnel training trends and gather other information on a regular basis. It will also be possible for them to produce specifically required information very quickly, when the occasion demands.

A major source of information and data for the System will be the five-year and annual plans prepared by the universities. As it becomes operational, the Florida Vocational Educators Needs Assessment Project (VENAP) is expected to provide another powerful information-gathering tool, which will be thoroughly utilized in the PDS planning process. It is not the intent of the Personnel Development System to duplicate or by-pass data bases already planned or extant, but to supplement them with an additional and very relevant dimension of information.

Content Components of the System

In the PDS model there are six areas of professional interest and concern, called "components," of the Personnel Development System. There are, of course, few distinct boundaries among the components, but the headings delineated here appear to include the major areas. The complete component includes its definition, goals, and objectives, the philosophical and programmatic positions of the profession, and guidelines that will help direct actions of the personnel development program as it seeks to address that area of professional concern. A brief statement of the salient points of each component is given in the following summary.

Planning

Thorough and comprehensive planning is basic to the task of improving vocational personnel development. A major instrument for planning is to be the one- and five-year plans prepared by each of the participating universities. These planning documents describe the institution's present program, ongoing projects, and long-range plans. The university plans are to be derived from, and consistent with, the goals and objectives of the Personnel Development System, and they must represent a commitment on the part of the institution to work toward the implementation of the plan.

The Coordinating Council will use the university plans as one of the bases for drawing up its own five-year plan. However, the PDS plan will not be a simple compilation of university plans, but a unique document reflecting its own goals and objectives. Additional input and information will be derived from the PDS data base and from the State Plan for Vocational Education. All these sources will be utilized to design a coherent annual plan of proposed projects and activities that can be recommended to the State Director of Vocational Education.

Professional Standards and Practice

This component deals with standards for the admission and retention of personnel in the profession and the maintenance of high levels of professional competence and ethics. Vocational educators are herewith accepting greater responsibility for setting directions for their own profession. The Council, through a standing committee, will work cooperatively with existing education agencies to achieve its goals. Consequently, the profession will have a means of providing input to groups involved in the recruitment and selection of vocational personnel, the establishment of certification standards, and the approval and accreditation of vocational education programs. It will also investigate, through a standing committee, matters of questionable professional practice brought to its attention. Subsequently, it will forward its recommendations to the Florida Professional Practices Commission or to some other appropriate body.

Instructional Delivery

The overriding purpose of the Instructional Delivery component is to help ensure that the right training program is available to vocational personnel at the right place, and in a timely manner. To do this will require much cooperative planning among universities and agencies. A basic assumption of this component is that the university is the primary designated agency for the delivery of preservice vocational education, while inservice education will involve many institutions and agencies at all levels.

The Personnel Development System asserts its interest in instructional programs designed for vocational personnel in schools, post-secondary institutions, colleges and universities, and State and local education agencies. A major function of the Council in dealing with instructional delivery will be to use needs assessment data and other information to make recommendations for an equitable and comprehensive system of university undergraduate and graduate programs, inservice workshops and courses, and other needed training experiences. Recommendations for implementing training activities will be made to the Division of Vocational Education and other appropriate agencies.

Curriculum and Materials Development

The focus of this component is on curriculum and materials development specifically for vocational personnel development. Vocational educators are assuming a dual responsibility: (1) to provide professional input into the decision-making and production processes of curriculum and instructional materials development, and (2) to field test and ultimately implement the curriculum or materials with which they have been involved.

Through appropriate standing committees and task forces, the PDS can assist in gathering information about curriculum and materials needs, help make basic decisions about desired instructional modes and approaches, aid in production of materials, and cooperate in the formative and summative evaluation of curriculum and materials. Individual educators and universities should be actively involved in the development of curricula and instructional materials for vocational personnel.

Research

The Personnel Development System will not be directly involved in research. Rather, it seeks to work with individuals and agencies charged with responsibility for research, to increase the quantity of research being done in personnel development, and to improve the quality of these

research results. With limited resources available for the purpose, it is important that vocational educators broaden the base of decision making on research topics and provide input on the allocation of resources to individuals and groups best able to complete the tasks.

The Council will recommend priorities, solicit and review proposals, and make recommendations to the Division as to suitable research projects. One of its members will sit on the Division's Research Coordinating Council. As needed and appropriate, the PDS will assist in reviewing ongoing research projects and evaluating and disseminating research results to its members.

Evaluation

The Evaluation component is focused on the Personnel Development System itself. The goal of the evaluation process is to improve the work of the PDS through formative and summative evaluation. An important aspect of evaluation will be the examination of the day-to-day functioning of the Council, its standing committees, and special task forces. This process will keep the System directed toward its goals and objectives, aid in continued refinement and realignment of the PDS, and seek to measure the impact of its activities.

Another critical task will be to ensure that proper evaluation procedures are incorporated in funded personnel development projects. The standing committee for Evaluation will develop guidelines for evaluation procedures, review evaluation procedures in project plans, and report project evaluation results to the profession. Evaluation is thus conceived as a positive and constructive force in the effort to gain greater value for resources expended.

Summary

Because there is so little precedent or experience on which to base the operation of the Personnel Development System, and because a number of institutions and agencies, each with its own goals and procedures, are affected, a considerable period of time will be required for the PDS to become fully effective. Nevertheless, a start must be made, and the guidelines for action promulgated in the various components will make that start possible. The components presented here, however, are seen as developing documents--a means of launching the System and allowing it to be strengthened and refined in the light of experience, with the good judgment of the participating profession.

**Administrative
Components
of the
System**



MANAGEMENT

1.1.0 DEFINITION

The Management component is the group of people who will conduct business and direct the affairs of the Personnel Development System. The principal management unit will be a Coordinating Council which will have membership representing the universities, Division of Vocational Education, and other related agencies.

1.2.0 GOALS AND OBJECTIVES

1.2.10 Goals of the Management Component

- 1.2.11 To facilitate the efficient and effective utilization of resources available for personnel development.
- 1.2.12 To assist in the coordination of effort among vocational personnel development programs, projects, and activities.
- 1.2.13 To provide a means for the involvement and participation of the State's vocational educators in decisions affecting personnel development.
- 1.2.14 To serve as a representative voice for vocational educators in matters relative to personnel development.

1.2.20 Objectives of the Management Component

- 1.2.21 Devise and establish procedures for the implementation and operation of a Coordinating Council for personnel development.
- 1.2.22 Establish and coordinate standing committees and task forces as directed in the various PDS components. coordinate their activities.
- 1.2.23 Conduct regular periodic meetings of the Coordinating Council to actuate the objectives of the Personnel Development System.
- 1.2.24 Conduct planning, information-gathering, and decision-making activities to expedite the work of the Personnel Development System.

- 1.2.25 Represent personnel development interests, when requested and appropriate, to legislative bodies, policy-making bodies, and community groups.
- 1.2.26 Facilitate communication among the Division of Vocational Education, university teacher education programs, and other agencies involved in vocational personnel development.

1.3.0 THE COORDINATING COUNCIL

1.3.10 Description of the Coordinating Council

The Coordinating Council consists of members from the Division of Vocational Education, the state universities, and selected liaison agencies. These representatives will meet on a regular basis to conduct the business of the Personnel Development System.

Through its members, standing committees, task forces, and individual consultants, the Council will seek input from and work with other agencies to assist, coordinate, and advise the State Director of Vocational Education in matters of vocational personnel development. Detailed guidelines for Council action are included in each component of this document.

1.3.20 Composition of the Coordinating Council

1.3.21 Division of Vocational Education Representative

The chief administrative officer of the Coordinating Council shall be a staff member of the Division of Vocational Education, appointed at a level which allows the officer to provide direct input to the Director of the Division and Division Staff on all matters of vocational personnel development.

The Division Representative shall have a background of education and experience which enables him/her to understand problems related to vocational teachers, supervisors, administrators, and teacher educators. Since the officer will be a member of the State Director's staff, he/she shall be appointed by the State Director after consultation with the Council.

1.3.22 University Representatives

Each university in the state university system that elects to participate in the Personnel Development System shall have one representative on the Council. The Representative shall be involved in the vocational education program of the university and shall have a specific portion of his/her time designated and assigned for work on the Council and other activities of the Personnel Development System. The Representative will be delegated the necessary authority by the university to speak for the university on matters concerning vocational personnel development. University Representatives shall be appointed by the university president, with the concurrence of the State Director of Vocational Education. Membership on the Council shall be on a renewable three-year, staggered-term basis. The professional performance of each University Representative will be evaluated according to the program and policies of the university he/she represents.

1.3.23 Liaison Representatives

Liaison Representatives will serve to provide the Council with input from institutions and agencies related to particular functions of the Personnel Development System.

Liaison Representatives shall be requested by the Council and appointed annually by their chief executive officer or other appropriate official, with the concurrence of the State Director of Vocational Education. Liaison Representatives shall include, but are not limited to, those listed. The Council may arrange for other representatives from time to time as it finds need for additional input.

Liaison Representatives for the initial Council will include representatives of the following agencies:

- Florida Board of Regents
- Office of Teacher Education, Certification and Staff Development
- Division of Community Colleges

Other related agencies, such as county school boards, the Florida Council of Local Administrators, business and industry groups, and/or the Florida Vocational Association may be indirectly represented on the Council through the work of the Council's task forces and standing committees.

1.3.30 Officers of the Council

The Council shall elect one of its University Representative members to serve as Chairperson of the Council, and another to serve as Vice Chairperson, with one-year terms of office. Thereafter, the Vice Chairperson will advance to the Chair, and a new Vice Chairperson shall be elected at the last Council meeting of the year.

1.4.0 OPERATION OF THE COORDINATING COUNCIL

1.4.10 Council Bylaws

The Council will write the bylaws necessary for its own operation. The bylaws will be developed in open process and will be available to the profession for review and comment.

1.4.20 Council Meetings

The full Council will meet on a regular and periodic basis throughout the year. As the need arises, special meetings may be called by the Council Chairperson or the Division Representative. Members of the Council will contact the Chairperson or the Division Representative when a special meeting is necessary.

1.4.30 Duties and Responsibilities of Council Members

1.4.31 Division of Vocational Education Representative

The Division Representative has two fundamental roles: (1) liaison between the Division of Vocational Education and the Coordinating Council, and (2) primary administrative officer for the Council.

Specific duties of the Division Representative include:

- schedule, coordinate, and participate in Council meetings
- represent the State Director of Vocational Education on the Coordinating Council
- coordinate the dissemination facet of Information Services
- set up and maintain the archive file
- serve as ex officio member on all standing committees and task forces of the Council
- establish and maintain the data base
- coordinate the development and duplication of the annual report of the Coordinating Council

1.4.32 University Representatives

The fundamental role of a University Representative is to serve as a liaison between and among: educational agencies and business and industry in an assigned service area; the university he/she represents; and the Coordinating Council. Through direct and personal contact, the Representative must have an accurate assessment of the resources, current needs and projected new and emerging needs for his/her assigned service area.

Specific duties of the University Representative will include:

- coordinate the development of one- and five-year plans in vocational education for the university
- conduct surveys and needs assessments in an assigned service area
- establish and maintain an information network within an assigned service area
- serve on designated standing committees and task forces
- participate in Coordinating Council meetings
- disseminate information and materials to appropriate personnel in an assigned service area
- assist with the preparation of the annual report of the Coordinating Council

1.4.33 Liaison Representatives

Liaison Representatives will be responsible for acting as advisors to the Council on matters related to the areas or agencies they represent, communicating with their represented agency on PDS matters, serving on selected standing committees and/or task forces, and providing input to the PDS data base.

1.5.0 ACTIVITIES OF THE COUNCIL

1.5.10 Guidelines for Council Action

In general, the Coordinating Council will not conduct the activities needed to accomplish the goals and objectives of the Personnel Development System. However, it will act in conjunction with appropriate Division of Vocational Education bureaus and sections to identify agencies and individuals to undertake activities, projects, and/or tasks.

The Coordinating Council shall follow the guidelines for action specified in each of the components of the system. These guidelines of action for the Council are for its initial start-up and operation. As the Council becomes operational, these guidelines may be modified to meet specific needs.

The activities of the Coordinating Council specified in the guidelines for action shall be conducted by standing committees, task forces, and individuals.

1.5.11 Standing Committees

Permanent standing committees will be established for appropriate components of the system. The membership of standing committees will generally include:

- the Division Representative, who has ex officio membership in all standing committees
- one University Representative from the Council
- at least one member from the liaison agencies, from business and industry, or from other personnel in the Personnel Development System

1.5.12 Task Forces

Groups selected from Council members, PDS personnel, or industry may be designated to deliberate and act on PDS matters. A special task force may be set up to help solve a specific and/or urgent problem, or develop a specified product. This is an action group that is responsible for a particular assignment. Upon completion of its mission, the task force will be dispersed. Each task force will have at least one University Representative in its makeup.

1.5.13 Individuals

Consultants, researchers, writers, and others may be subcontracted on a part-time or full-time basis. They may be used to accomplish specific tasks as identified and assigned by the Council.

1.5.14 Technical Advisory Panel

A technical advisory panel will be composed of individuals from outside the state and serve as a reactor panel to Council plans, processes, and procedures. The group of three to five members will meet twice yearly.

FINANCE

2.1.0 DEFINITION

The Finance component includes the management of the capital resources of the Personnel Development System.

2.2.0 GOALS AND OBJECTIVES

2.2.10 Goals of the Finance Component

2.2.11 To develop and administer an operational budget to support the internal activities of the Coordinating Council.

2.2.12 To provide a process for funding various proposals and projects recommended by the Coordinating Council.

2.2.20 Objectives of the Finance Component

2.2.21 Encourage equitable sharing of operational costs of the Coordinating Council among all agencies represented on or served by the Council.

2.2.22 Develop policies and procedures for funding projects and activities which will make the utilization of funds from several sources feasible.

2.2.23 Utilize the Coordinating Council's Annual Plan as the basis for personnel development funding recommendations.

2.2.24 Develop fiscal standards for the internal operating activities of the Personnel Development System.

2.2.25 Develop procedures for the budgeting, expending, and accounting of funds allocated for PDS activities.

2.2.26 Review and approve proposed budgets for PDS activities included in the Council's Annual Plan.

2.3.0 GUIDING PRINCIPLES

2.3.10 Shared Fiscal Responsibilities

Establishing the Coordinating Council will be advantageous to both the universities and the Division of Vocational Education. Although other agencies and the State as a whole will accrue benefits, these two agencies are the primary beneficiaries and therefore should share the operational expenses of the Council.

2.3.11 Division of Vocational Education Role in Finance

The Division will assist and support the Personnel Development System by:

- assigning an appropriate staff member as the Division Representative to the Coordinating Council
- making the appointment a major part of the staff member's job description
- providing partial financial support for the salary of each University Representative and for Coordinating Council operations

2.3.12 University Role in Finance

The universities will assist and support the Personnel Development System by:

- appointing an appropriate university staff or faculty member as a representative to the Coordinating Council
- making the appointment a significant part of the annual assignment for the representative
- providing partial financial support for the assignment

2.3.13 Related Agency Role in Finance

The Coordinating Council should seek funds from any institution or agency whose mission is to provide support for activities consistent with the goals and objectives of the Florida Personnel Development System.

2.3.14 Coordinating Council Role in Finance

The Coordinating Council will itself not manage operational or project funds. As a general rule, PDS projects which are part of the Coordinating Council's Annual Plan will be funded through universities. In addition to universities, appropriate agencies may also be used as fiscal agents.

2.4.0 OPERATIONAL GUIDELINES

2.4.10 Coordinating Council Operations

2.4.11 Funding Responsibility

Salary and fringe benefits for the University Representative will be shared equally by the Division of Vocational Education and the university. Salary for the Division Representative and the Coordinating Council operating costs for secretaries, travel, office supplies and other expenses will be funded by the Division. (See Management Component for position descriptions)

2.4.12 Operations Budget Preparation

The Operations Budget for the Coordinating Council will be prepared by the standing committee on Finance and approved by the Council. Each university will be funded for its portion of the total operational budget.

2.4.13 Funding Basis

Each year the Coordinating Council will prepare the PDS operating budget and submit it to the State Director of Vocational Education for inclusion in the Annual Florida State Plan for Vocational Education.

2.4.20 Project Budget Guidelines

2.4.21 Budget Reviews

In order to ensure that reasonable fiscal standards are upheld and that consistent fiscal policies are followed throughout all PDS projects, the standing committee for Finance will develop funding guidelines and review all project budgets before they are approved by the Council.

2.4.22 Budget Rules and Regulations

Since the Coordinating Council will not manage funds, fiscal policies followed by the funding agencies will be used as directives for projects recommended by the Council.

2.4.30 Financial Sources

2.4.31 Sources Within the Division of Vocational Education

The Division of Vocational Education will be the primary source of funds for PDS projects. The Coordinating Council will submit its selected project proposals in priority order to the appropriate Bureau in the Division.

2.4.32 Sources External to the Division of Vocational Education

The Coordinating Council will seek funding sources for personnel development projects. It is important that any project recommended by the Council be solicited and reviewed in the same manner as projects submitted to the Division.

2.4.40 Standing Committee for Finance

The Council will appoint a standing committee on Finance with membership consisting of at least one University Representative, one representative from the Bureau of Research, Dissemination and Evaluation, and one from the Bureau of Vocational Planning and Budgeting.

Specific duties of the Committee will include:

- establish fiscal policies for all projects
- review project and activity budgets
- prepare the annual Coordinating Council Operations Budget

INFORMATION SERVICES

3.1.0 DEFINITION

The Information Services component serves two purposes in the Personnel Development System: (1) generate, collect, and organize information to provide a base of knowledge about personnel development needs and resources, and (2) facilitate communication of information regarding PDS matters among agencies, groups, and individuals.

3.2.0 GOALS AND OBJECTIVES

3.2.10 Goals of the Information Services Component

- 3.2.11 To collect information relative to the vocational personnel development system with reasonable speed and accuracy.
- 3.2.12 To expedite the transmittal of PDS information among Florida vocational educators, so they may maintain and improve educational practices.
- 3.2.13 To have available to the PDS accurate information about resources and personnel needs.
- 3.2.14 To establish a system archive, which PDS managers may draw upon for a record of system development, management, operations, achievements, and errors.

3.2.20 Objectives of the Information Services Component

- 3.2.21 Establish or seek the services of a statewide data collection network, which will provide accurate and current information about personnel needs and resources.
- 3.2.22 Identify and maintain linkages with sources external to the PDS for the purpose of obtaining, using, or exchanging relevant data.
- 3.2.23 Cooperate with other agencies in the communication and dissemination of messages and information valuable to members of the PDS.
- 3.2.24 Provide carefully edited collections of historical information concerning the development and operation of the PDS.

- 3.2.25 Establish a central data file of information readily available to the Coordinating Council and the profession.
- 3.2.26 Develop an information dissemination strategy for the system, which will deliver the appropriate information where and when it is needed.

3.3.0 GUIDING PRINCIPLES

3.3.10 Philosophical Positions

3.3.11 Dissemination Standards

Information which is disseminated should meet high standards of accuracy and usefulness. The principles of privacy and the protection of human rights must be observed.

3.3.12 Uses of the Dissemination Process

The PDS information dissemination process has four uses: SPREAD, a one-way casting of knowledge; EXCHANGE, a two-way flow of information; CHOICE, a facilitation of educational improvements; and IMPLEMENTATION, the installation of educational improvements.

3.3.13 Data Collection

In order to ensure that valid data are in the data base, collection procedures sponsored by the PDS will be by direct field contact. Among the groups that may be contacted are area vocational education offices, local education agencies, business and industrial firms, government agencies, community groups, and other professional organizations.

3.3.14 Survey Instruments

All data surveys must be based on specific objectives, carefully designed, and properly field-tested before use.

3.3.15 Other Resources and Data Bases

There are several data bases and clearing houses within the state and nation which will provide useful and needed information for Information Services. These should be known and utilized by the Council. Extreme care should be taken to avoid duplication of effort and to cooperate with other data bases.

3.3.20 General Considerations

3.3.21 Data Base

The data base will have two parts, both of which come from regular periodic surveys. Part I will be information from within the PDS, such as personnel, resources, university output, and recommended research. Part II will be relevant information from business and industry, such as needs, current practices, and resources.

3.3.22 Data Base Format

The data base will be in the form of a written report to be revised periodically. A standing committee will be responsible for developing a standard format which will service the needs of the system as described in the several components.

3.3.23 Data Base Use

The Council shall use the data base as a primary resource in developing its annual PDS plan and other plans.

3.4.0 GUIDELINES FOR ACTION

3.4.10 Administrative Structure

3.4.11 Division Representative

The Division Representative will be responsible for maintaining the information dissemination and communication networks, for publishing the periodic Data Base Report, for supervising the archive file, and for the regular dissemination of current information.

3.4.12 University Representative

University Representatives will be responsible for data collection in assigned geographic areas and/or occupational areas. It will be their responsibility to develop a network of personal contacts who are competent to deliver needed information.

3.4.13 Standing Committee

The Council will appoint a standing committee for Information Services consisting of at least the Division Representative, one University Representative, one representative from the Bureau of Vocational Planning and Budgeting, and one representative from the Board of Regents.

Specific duties of the committee will include:

- cooperate with the Division of Vocational Education in the review of data collection instruments developed by ad hoc committees
- establish data base report format
- develop a dissemination configuration
- identify outside data sources
- develop archive standards and format
- establish a screening process for information to be disseminated
- review the survey sampling system developed by ad hoc committees

3.4.14 Ad Hoc Committees

Ad hoc committees shall be established as necessary and appropriate to conduct geographic and/or occupational data-collection studies.

3.4.20 Regular Periodic Surveys

Surveys will be undertaken periodically to expand and update the PDS data base. It shall be comprehensive enough to meet the objectives within all components of the system. The standing committee for Information Services will develop the survey plan with approval from the Coordinating Council.

3.4.30 Quick Response Survey System

The standing committee shall develop the capability of obtaining opinions or data on short-range or emergency basis. A proper sampling procedure should be established for situations where a complete survey is impractical or unnecessary.

3.4.40 Archive Provision

The Division Representative shall maintain a permanent and readily accessible file of PDS historical and operational data to be used as a reference source for the Council. It should be separate from business files or library materials. The standing committee will establish appropriate guidelines for establishing and maintaining the PDS archive.

3.4.50 Utilization of Existing Networks

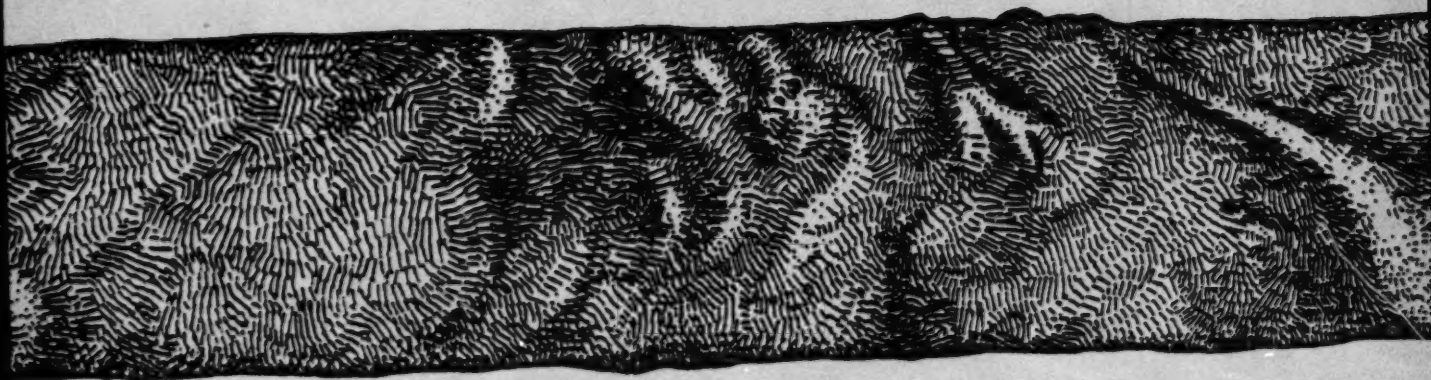
Existing dissemination vehicles such as Florida Schools, The Monday Report and the Florida Vocational Journal, and The Educational Research and Information Center (ERIC), at the national level, should be evaluated for possible use by the standing committee.

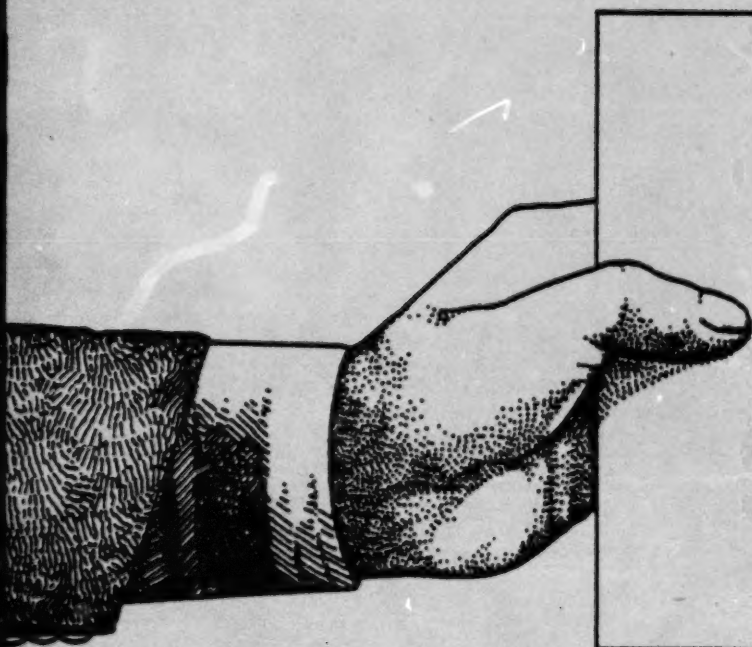
3.4.60 Outside Data Sources

The standing committee shall identify state and national sources that undertake surveys and make reports of information that could be of value to the PDS. Among these are the Occupational Information Delivery Systems (OIDS), the Florida Occupational Information Coordinating Committee (FLOICC), the Florida Vital Information for Education and Work (VIEW), and Florida Educators' Information Service (FEIS). Relevant reports should be obtained, centrally located, and made available for use to Information Services.

3.4.70 Creation of New Networks

In their function as part of the information collection network, University Representatives shall establish and maintain a network of contacts for the purposes of gathering pertinent, current, and accurate information: (1) local school districts, regional offices, community colleges, and other educational institutions and agencies, (2) local business, commercial, and industrial concerns, employment agencies and labor unions, and (3) others, such as governmental agencies and community groups.





**Content
Components
of the
System**

PLANNING

4.1.0 DEFINITION

The Planning component of the Personnel Development System (PDS) is limited to planning within the PDS. The Planning function seeks to assess present and future vocational personnel development needs in the state and to design state-level plans so that the PDS can respond to meet those needs. Comprehensive PDS plans will help ensure congruence and compatibility of activities and projects conducted by the Council.

4.2.0 GOALS AND OBJECTIVES

4.2.10 Goals of the Planning Component

- 4.2.11 To provide overall direction and input to the PDS through the Coordinating Council.
- 4.2.12 To utilize available resources efficiently and effectively.
- 4.2.13 To facilitate the management of activities and increase cooperative effort.
- 4.2.14 To promote accountability within the PDS by advocating plans that include evaluative criteria.

4.2.20 Objectives of the Planning Component

- 4.2.21 Identify personnel development needs in vocational education.
- 4.2.22 Use long- and short-range planning to set goals, objectives, and priorities for personnel development.
- 4.2.23 Assist in the coordination of planning for activities and projects related to vocational personnel development at all levels.
- 4.2.24 Develop progressive five-year and annual plans for the Personnel Development System.
- 4.2.25 Assist universities in developing progressive five-year and annual plans for their activities and projects in personnel development.

4.3.0 GUIDING PRINCIPLES

4.3.10 Philosophical Positions

4.3.11 Valid and Accurate Information

Because planning includes management decisions, sufficient and accurate data must be available to planners. During the decision-making process, plans for PDS activities and projects will be based on the best possible information available within the system, as well as from other sources.

4.3.12 Alternative Plans

Alternative and contingency plans should be an integral part of the planning process in areas where there are less than stable conditions, or where conditions and effects are not sufficiently known.

4.3.13 Systematic and Coordinated Planning

The planning process in the PDS should be systematic, closely coordinated, and mutually supportive at all levels in the PDS.

4.3.14 Planning Direction

Plans for personnel development should be consistent with specific PDS goals, state and national goals, and contemporary and projected goals for vocational education.

4.3.15 Evaluative Criteria

The planning process should include the development of integral evaluative criteria. At any point during the planning process or during implementation of the plan, the planner must be able to evaluate progress toward stated goals and directives. These checkpoints guide the process toward system goals.

4.3.16 Periodic Review and Assessment

There should be periodic reviews and assessments for the purpose of providing sufficient evidence that activities and projects are, or are not, attaining the stated goals and objectives of the PDS. Plans should be made to provide sufficient time and support to allow results to show, while providing for periodic review in order to recommend termination of efforts that give evidence of non-productivity.

4.3.17 Availability of Plans

Long- and short-range university plans for personnel development, as well as plans for the PDS will be available to the vocational educators of Florida.

4.3.20 Programmatic Considerations

4.3.21 Council's Plan for Personnel Development

The PDS will reach its fullest potential through activities and projects which are continually being defined according to data. The Council's plan for personnel development activities and projects should be based on needs and should be compatible with university long- and short-range plans and the plans of the Division of Vocational Education.

4.3.22 University Plans

Because universities are primarily responsible for personnel development in the State, they should develop long- and short-range plans that, to the extent feasible, are congruent with the Council's plans.

4.3.23 Division of Vocational Education Plans

The Council's plan should be consistent and congruent with the Division of Vocational Education plans for personnel development and the Florida State Plan for Vocational Education.

4.3.24 Personnel Development Planning and Other Related Agencies

The Council will have under its aegis the coordination of university long- and short-range plans and PDS activities and projects to be conducted by the Council. Upon request, the Council may assist other agencies in planning and conducting personnel development activities and projects.

4.4.0 GUIDELINES FOR COUNCIL ACTION

4.4.10 Participation of Planning

The universities, through representation on the Council, shall participate in the planning process for activities and projects affecting vocational personnel development and sponsored by the Division of Vocational Education.

4.4.20 Process of Planning

Activities and projects recommended by the Council will be initiated primarily on the basis of substantiated needs of the profession. Comprehensive plans, including goals and objectives, shall be prepared for the implementation and conduct of each activity and project.

4.4.21 Sources of Data

The Council shall utilize valid data and information from Information Services to update PDS plans for vocational personnel development activities and projects.

4.4.22 Criteria for Priorities

The Council shall identify criteria for developing priorities for activities and projects based upon the goals and objectives.

4.4.23 Priorities

The Council shall prioritize activities and projects designed to support professional development in the State. The statement of priorities shall be available to other appropriate agencies and institutions concerned with personnel development.

4.4.24 Long-Range and Short-Range Plans for Universities

Under the aegis of the Council, each participating university shall develop a long-range plan for vocational personnel development. The long-term planning cycle will provide a framework for organizing and coordinating short-term efforts.

4.4.25 Assist in Plan Development

When appropriate, the Council shall assist the Division of Vocational Education in preparation of the personnel development segment of the Florida State Plan for Vocational Education.

4.4.30 University Five-Year and Annual Plans

Progressive five-year planning documents shall be developed by each university. These are to be verified and revised on an annual basis.

4.4.31 Process of Development

The university planning document shall be:

- based on the overall goals, principles, and strategies previously agreed upon by the Coordinating Council
- designed and developed by vocational educators at the university
- approved by appropriate department, college, and university officials

4.4.32 Contents of the Plan

The university planning document shall include the following information:

- description of vocational personnel
- description of programs
- annual productivity
- university PDS operational budget
- proposed activities and projects
- approved activities and projects for the ensuing year

4.4.40 PDS Five-Year and Annual Plans

A progressive five-year planning document shall be developed by the Coordinating Council. This document is to be verified and revised on an annual basis.

4.4.41 Process of Development

The Coordinating Council's planning document shall:

- be consistent and congruent with the goals, principles, and strategies of the Personnel Development System
- take into account the activities proposed in the university five-year plans
- include input from the state plan, the Division of Vocational Education, and other appropriate agencies and sources

4.4.42 Contents of the Plan

The Coordinating Council's planning document shall include the following information:

- goals and objectives
- proposed long-range activities and projects
- recommended activities and projects for the ensuing year
- work to be performed by the standing committees and special task forces

4.4.50 Dissemination of Information

The Council shall cooperate with appropriate agencies in keeping the state's vocational educators informed of planned projects. A file of university plans for personnel development shall be maintained. The profession shall be encouraged to use the file as an important reference.

4.4.60 Evaluation

The Council shall review vocational personnel development plans to determine that evaluation criteria and procedures are included and that plans are congruent with the Council's plan. The Council shall establish the criteria and procedures to be followed. In addition, the Council shall periodically review and assess the activities and projects for evidence that stated goals and objectives are being attained.

4.4.70 State Level Program Directors

The Council shall seek input from state occupational program directors and other appropriate division personnel in planning. The Council shall utilize these specialists, when appropriate, in monitoring and evaluating activities and projects of the PDS. The Council shall establish procedures to ensure state-level personnel will be utilized in appropriate activities and projects.

PROFESSIONAL STANDARDS & PRACTICE

5.1.0 DEFINITION

The Professional Standards and Practice component deals with two related groups of concerns: (1) professional standards, which involves standards of personnel selection, preparation, and licensure to assure competence of those admitted to practice, and (2) professional practice, involving matters of ethics, competence, and academic freedom.

5.2.0 GOALS AND OBJECTIVES

5.2.10 Goals of the Professional Standards and Practice Component

5.2.11 To increase the stature of vocational education within the field of education and throughout society, through high standards of professional preparation, performance, and personal integrity.

5.2.12 To influence legislation, regulations, and policies in order to effect professional improvement.

5.2.13 To anticipate and project the needs and/or demands for vocational education personnel.

5.2.20 Objectives of the Professional Standards and Practice Component

5.2.21 Assist with the establishment of standards of professional practice for vocational education personnel, and with the development of procedures for the enforcement of these standards.

5.2.22 Participate in the activities of legislative bodies, regulatory agencies, and professional groups in matters affecting vocational professional standards and practices.

5.2.23 Work with appropriate administrative agencies and institutions to influence credential requirements for vocational personnel.

5.2.24 Utilize information on vocational personnel supply and demand to assist in program planning for vocational teacher preparation.

- 5.2.25 Assist in the selective recruitment and the retention of competent vocational educators.
- 5.2.26 Participate in the development and implementation of vocational teacher education program accreditation procedures.
- 5.2.27 Assist with the establishment and maintenance of educational experience and occupational background for vocational teacher educators.

5.3.0 GUIDING PRINCIPLES

5.3.10 Philosophical Positions

5.3.11 Fundamental Tenet

The first obligation of the profession of vocational education is to guarantee to society the competence of its members.

5.3.12 Equal Professional Opportunity

For reasons of both advancement of the profession and commitment to human rights, vocational educators should support continuing efforts to eliminate inequality in professional opportunity based on race, sex, age, or ethnic identity.

5.3.13 Professional Freedom

Vocational education personnel in public schools, colleges, and universities are to be allowed to exercise responsible freedom to employ professional judgment in the instructional processes of vocational education.

5.3.14 Competent and Qualified Personnel

Vocational educators are committed to the increasing competence of vocational education personnel. It is of prime importance that the most competent personnel be employed and/or retained in secondary, post-secondary, and collegiate vocational education programs. Incumbent vocational educators should be fully qualified and properly certificated for the positions they hold.

5.3.20 Programmatic Considerations

5.3.21 Need for Standards

Standards for admission to the practice of vocational education and for continuing in the profession must be established and maintained if vocational education is to continue its advance toward professional maturity and public recognition. It is the responsibility of the vocational education profession to govern itself.

5.3.22 Responsibility of Vocational Educators

Vocational educators should be actively involved in the formulation and implementation of policies and procedures affecting vocational education personnel development. Vocational educators must be willing to contribute their expertise, time, and energy to matters concerned with professional standards and practice.

5.3.23 Professional Participation

To maintain and improve the professional performance of vocational educators at all levels, vocational personnel should be required to participate in professional development activities throughout their careers.

5.3.24 Cooperation with Other Agencies

Vocational educators recognize that their professional concerns, aspirations, and objectives are integrally related to those in the broad field of education. In its efforts to establish and maintain professional standards, the Personnel Development System will work cooperatively with other agencies and governing bodies for the advancement of the profession.

5.3.25 Professional Preparation

Vocational teacher education institutions should be required to certify that graduates are professionally competent, rather than to merely document a candidate's satisfactory completion of a preparatory program. Vocational educators should seek to provide substantial input to any proposed state professional licensure examination.

5.3.26 Qualifications of Vocational Teacher Educators

Qualifications for vocational teacher educators should be re-examined and reviewed by the profession. The agreed upon standards should be used by teacher education institutions and agencies in personnel selection processes.

5.4.0 GUIDELINES FOR COUNCIL ACTION

5.4.10 Standing Committee

The Council shall establish a standing committee on Professional Standards and Practice. Membership of the committee shall be composed of the Division Representative, at least one University Representative, and a representative of the Florida Vocational Association.

Specific duties of the Standing Committee shall include:

- develop statements of principles underlying the selection, preparation, and licensure of vocational personnel
- establish cooperative working relationships with agencies and groups concerned with professional standards of education personnel
- represent the Council and the profession to appropriate state agencies, legislative bodies, and professional groups on matters affecting professional standards and practices of vocational personnel
- serve as an overseeing and advisory group to vocational personnel on matters of professional practice

5.4.20 Cooperation with Other Agencies

The Council shall maintain close ties with other professional groups, administrative bodies, and governmental agencies concerned with professional standards and practices in the field of education. Specifically, the Council shall work cooperatively with the Florida Vocational Association, Florida Education Association, and the Florida Professional Practices Commission.

5.4.30 Enforcement of Professional Practice

The Council, through its standing committee, shall gather and evaluate information about alleged violations of professional practice among vocational personnel. It will work through existing recognized agencies, such as the Florida Professional Practices Commission, to satisfactorily resolve such cases that warrant action.

5.4.40 Liaison with Other Agencies

The Council shall maintain liaison with the Florida Professional Practices Commission and will delineate the scope of its own activities so as to avoid duplicating the work of the Professional Practices Commission.

5.4.50 Recruitment of Vocational Personnel

The Council shall develop promotional materials and organize promotional activities to assist in the selective recruitment of qualified occupational personnel into the teaching profession.

5.4.60 Certification Standards

The Council shall work with the Office of Certification and Program Approval to devise and implement a program for the improvement of certification standards for vocational personnel.

5.4.70 Program Accreditation

As appropriate and as requested, the Council shall participate in the writing of standards for state accreditation of vocational teacher education programs, and it shall participate in the program accreditation process.

5.4.80 Advice on Hiring

As requested and as appropriate, the Council shall advise teacher education institutions, local school districts, and the Division of Vocational Education on general hiring standards for vocational personnel.

5.4.90 Professional Concerns

In addition to those previously specified or implied, the Council shall, through its standing or ad hoc committees, address the following professional concerns:

- professional internships/exchanges
- relations between the profession and the public
- appropriate political activity
- relations with the profession in other states
- occupational skills testing for prospective teachers
- routes for professional advancement

INSTRUCTIONAL DELIVERY

6.1.0 DEFINITION

The Instructional Delivery component of the Personnel Development System comprises those activities that are related to the acquisition, renewal, and improvement of professional competence. This involves the preservice and inservice instruction of vocational teachers, supervisors, administrators, specialists, and teacher educators. Delivery of instruction may take place under the auspices of any unit of the system: university, teacher education center, community/junior college, local school district, or state department of education. Instruction of vocational educators within this functional area may take a variety of forms: college degree program, college course work for certification, outreach program, or special workshop.

6.2.0 GOALS AND OBJECTIVES

6.2.10 Goals of the Instructional Delivery Component

- 6.2.11 To assist Florida's education institutions and agencies to provide the right personnel development program, in the right place, at the right time.
- 6.2.12 To increase the availability and quality of education for vocational educators at all levels.
- 6.2.13 To help ensure the most effective and efficient utilization of all available educational resources.

6.2.20 Objectives of the Instructional Delivery Component

- 6.2.21 Organize professional vocational education in Florida to employ the experience and expertise of vocational teacher educators to maximum advantage.
- 6.2.22 Encourage and support innovative approaches to vocational education, both in personnel preparation and in school occupational training programs.
- 6.2.23 Place increased emphasis on administrator and other leadership development programs.

- 6.2.24 Review vocational personnel development programs in universities, colleges, and other agencies, and recommend improvement strategies based on long-range plans.
- 6.2.25 Develop cooperative and mutually supportive relationships among all institutions and agencies involved in delivery of professional instruction.

6.3.0 GUIDING PRINCIPLES

6.3.10 Philosophical Positions

6.3.11 Utilization of Teacher Educators

In the rapidly changing conditions of vocational education in the State of Florida, teacher educators are unique specialists. The special capabilities of individual teacher educators should be fully utilized and should be available wherever in the state they are needed. Where appropriate vocational teacher education programs exist, and qualified personnel are available, recognized university geographic and/or occupational area responsibilities should be respected.

6.3.12 Performance-Based Professional Education

The performance-based approach to the training of personnel appears to have great potential for improving the proficiency of vocational educators at all levels. This approach requires the specification of research-identified competencies in advance of instruction, and it includes performance assessment of practitioner proficiency. Programs throughout the system will be encouraged and supported in their organized efforts to implement performance-based professional education.

6.3.13 Competency-Based Vocational Education

Inasmuch as Florida has made a strong commitment to competency-based vocational instruction, vocational education personnel must be prepared to function successfully in competency-based programs. It is the responsibility of universities to include the appropriate teacher competencies in their preservice/initial certification programs. All teacher education agencies and institutions share the responsibility for providing retraining for inservice vocational teachers, administrators, and specialists in the installation and management of competency-based programs.

6.3.14 Administrator and Leadership Development

There is need for increased emphasis on the professional preparation and inservice development of vocational administrators, specialists, and others in leadership positions. In order to maintain a staff of trained and competent administrative personnel, a comprehensive and organized staff development program is required. While such professional development is the joint responsibility of all vocational education institutions and agencies, the Coordinating Council will assist by conducting needs assessments and providing a coordinating function for professional development programs.

6.3.15 Preparation for Work with Special Needs Students

It is recognized that vocational training must be made accessible to students with special needs. All vocational personnel must be equipped to plan and implement instructional programs for the handicapped and disadvantaged.

6.3.20 Programmatic Considerations

6.3.21 Program Diversity

A diversity of instructional programs is accepted and encouraged as a positive force in the preparation of vocational education personnel. Though all universities will construct their instructional programs on much the same research base, each institution will develop programs that are particularly designed for its own educational environment, strengths, and limitations. Institutional resources, faculty philosophical stance, student population, and service area needs are among the factors which will affect the characteristic nature of each program. Instructional programs will be consistent with the university's defined role and scope.

6.3.22 Inservice Education

Inservice vocational personnel development is a shared responsibility, involving universities, teacher education centers, community colleges, local school districts, and other institutions and agencies. Individual educational institutions will also conduct their own staff development activities.

6.3.23 Teachers' Occupational Skills

In an era of rapidly changing technology, maintaining occupational skills is a major concern of vocational instructors. The Personnel Development System will support projects and programs which assist teachers in updating and improving their occupational skills.

6.3.30 Roles of Institutions and Agencies

6.3.31 Role of the University

The primary designated agency for the delivery of preservice education of vocational education personnel is the university. It has the facilities, faculty, support services, and administrative resources to undertake this responsibility efficiently and effectively. Universities are an integral part of the inservice education program, along with the teacher education centers, the State Department of Education, and other institutions and agencies.

6.3.32 Role of the Community/Junior College

The role of the community college in the Personnel Development System is principally that of a user of the system rather than that of a supplier of personnel training. It will provide, either independently or in conjunction with other units of the system, staff development activities for its own faculty, administration, and support staffs. The community college is depended upon to supply, where appropriate, technical skills to prospective teachers and to update technical competencies of practicing vocational personnel.

6.3.33 Role of the Teacher Education Center (TEC)

Teacher education centers will contribute to the inservice needs of vocational educators primarily by serving in a coordinating role. It is expected that teacher education centers will conduct needs assessments of constituent vocational educators, organize instructional activities to meet the identified needs, and coordinate, facilitate, and evaluate the actual activities. The Coordinating Council will cooperate with the TEC in its personnel development.

6.3.34 Role of the Local School District

Local school districts are basically consumers of preservice and inservice personnel development services. Their primary responsibilities are to identify the unique needs of the district and communicate with other agencies and institutions as to the nature of vocational personnel development programs required to meet those needs. Local schools are directly concerned with the performance and continuous improvement of vocational personnel within their own institutions, and they will cooperate with universities and other agencies to design and implement programs to improve this performance.

6.3.35 Role of the Division of Vocational Education

In general, the role of the Division of Vocational Education is that of providing essential statewide leadership, direction, and support to state institutions, agencies, and school districts in their efforts to prepare and upgrade vocational educators. Division program directors, consultants, and regional staff are directly concerned with personnel development. The Coordinating Council will work cooperatively with all sections of the Division of Vocational Education.

6.4.0 GUIDELINES FOR COUNCIL ACTION

6.4.10 Data Base

The Information Services component of the PDS shall gather data on the personnel development needs of Florida's vocational educators. Such data will be the basis for organizing and conducting personnel development activities supported by the Division of Vocational Education. The data will also be made available to educational institutions and agencies for their own program planning. This data collection and dissemination process is addressed in the description of the Information Services component.

6.4.20 Priorities for Improvement

The Council shall develop priorities for personnel development activities in the state. The priorities will grow out of (1) the short-range and long-range plans to be prepared by each university, and (2) needs assessment data gathered by System Management.

6.4.30 Workshops, Seminars, Conferences, and Other Activities

The Council shall make recommendations to the State Director of Vocational Education as to needed inservice workshops and other staff development activities. Recommendations will identify the specific instructional topic, geographic location, and institutions or agencies best able to conduct the activities. These recommendations shall be based on current needs assessment data.

6.4.40 Program Changes

The Council shall recommend to appropriate Divisions of the Department of Education any major changes in university teacher education programs: new degree programs, termination of programs, and additions and deletions of program offerings. Recommendations shall be based on the short-range and long-range plans prepared by each university, on other empirical data, and upon open review by the Council. The Council shall represent the Personnel Development System to the appropriate agencies on these matters.

6.4.50 Education Innovations

The Council shall review major innovations and improved practices in personnel development. As appropriate, it will make recommendations to the State Director of Vocational Education as to the support to be furnished by the Division for implementation of promising innovations.

6.4.60 Guidelines for Leadership Development

The Council shall develop guidelines for the design of administrative and leadership development programs. The Council shall work cooperatively with institutions and agencies in implementing such programs.

6.4.70 Guidelines for Relationship to Teacher Education Centers

The Council shall develop recommended guidelines to define and improve the relationship between teacher education centers and the institutions and agencies constituting the Personnel Development System. The Council shall work continuously to establish and maintain good working relationships with the TEC.

6.4.80 Dissemination of Information

It is the responsibility of the Council to assist the Bureau of Vocational Research, Dissemination, and Evaluation in dissemination of information about results of personnel development programs and training activities.

CURRICULUM & MATERIALS DEVELOPMENT

7.1.0 DEFINITION

The Curriculum and Materials Development component of the Personnel Development System is concerned with the organized experiences designed for the educational growth of vocational education personnel within the State. This includes vocational teachers, administrators, supervisors, specialists, and teacher educators. The field of interest of this component covers the curriculum of university undergraduate and graduate programs and inservice education programs undertaken by community colleges, universities, local school districts, and state agencies.

The instructional materials aspect of the component is concerned with print and media materials designed to support the education of vocational personnel at all levels.

7.2.0 GOALS AND OBJECTIVES

7.2.10 Goals of the Curriculum and Materials Development Component

7.2.11 To improve the performance of vocational education personnel by participating in the establishment, refinement, and support of educational curricula in institutions and agencies of the Personnel Development System.

7.2.12 To assist in the identification, production, evaluation, and/or adaptation of quality instructional materials and media for the development of vocational personnel.

7.2.20 Objectives of the Curriculum and Materials Development Component

7.2.21 Encourage innovation and improvement in personnel development curricula.

7.2.22 Aid in the coordination of vocational education curricula among the various institutions and agencies throughout the state and in other states.

7.2.23 Support curriculum research and development efforts for the preparation of vocational personnel.

- 7.2.24 Provide input to instructional materials developers as to needs, content, and instructional approaches for personnel development materials.
- 7.2.25 Aid in the dissemination, adoption, and/or adaptation of personnel development materials in the State's education programs.

7.3.0 GUIDING PRINCIPLES

7.3.10 Philosophical Positions

- 7.3.11 Maintenance of Professional Leadership
Curriculum for the education of vocational personnel is undergoing significant change. Florida must not only adapt to these changing conditions, but must maintain its position of leadership. As the home of a large, strong, and fast-growing vocational education system, Florida has an important responsibility to the profession nationally, as well as to its own education personnel.
- 7.3.12 Maintenance of Quality
Instructional materials produced for professional development purposes must maintain the high quality that now characterizes Florida's products. Materials should be field tested, validated, and refined before being generally released for distribution to Florida vocational educators.
- 7.3.13 Diversity of Curricula
Each of the several institutions in the Personnel Development System has not only the right, but the responsibility to design and install educational curricula uniquely suited to its role, philosophy, teacher needs, and local educational demands. While all institutions will build programs on much the same research and information base, the selection of content, emphasis, approach, and delivery system of curriculum may be unique to each.
- 7.3.14 Curriculum for Management/Leadership Positions
There is pressing need for strong support of curriculum and materials development in programs to prepare vocational leaders. A supply of well-prepared vocational administrators, supervisors, and specialists is to be maintained, increased effort should be given to meeting this need. Innovative approaches to curriculum and materials should be devised and implemented.

7.3.15 Programs for Vocational Teacher Educators

Vocational teacher educators, like all vocational education personnel, need to participate in a program of improvement in order to maintain and upgrade their professional performance. Education programs and opportunities for self-directed learning should be increased to allow teacher educators to prepare vocational personnel for varied and/or non-traditional approaches, such as competency-based and individualized instruction.

7.3.16 Inter-relationship of Curriculum and Materials

There is an inter-relationship between curriculum for personnel development and the instructional materials designed to enhance that curriculum. These two aspects of the Personnel Development System should be developed in a coordinated manner. Instructional materials, assuming as they do an increasingly important though supportive role in instruction, must be developed to meet the demands of the curriculum for preparing vocational education personnel.

7.3.20 Programmatic Considerations

7.3.21 Comprehensive Plans for Curriculum and Materials

There is need to increase the coordination and continuity of the State's efforts in curriculum and materials development. To help ensure an efficient and effective use of available resources, every major project for curriculum and materials development should operate within a thoroughly conceived plan for conceptualization, development, field testing, refinement, and dissemination of project products. Each of the individual project plans should be integrated into a comprehensive plan for curriculum and materials development that helps to coordinate all efforts and furthers the goals of vocational education in the State.

7.3.22 Structure of Materials

The format, structure, and instructional mode of personnel development materials produced by funded projects should be coordinated with important related materials available nationally, as well as with materials previously developed in the State. In general, materials developed and supported by the Division of Vocational Education should be competency-based and related to individual needs. The aim is to increase the efficiency of the developmental process and facilitate integration of new materials into instructional programs that have already adopted proven instructional systems.

7.3.23 Relationship to Other Instructional Materials
Quality curricula and materials for vocational personnel development are being produced in many institutions and agencies nationwide. Florida should not attempt to produce materials that have already been developed. Before work on a project is begun, it should be determined that the product will meet the special needs of the State. Products from outside sources should be adopted or adapted whenever possible. Continued effort should be made to permit the products developed by Florida personnel to be available to purchasers nationally.

7.3.24 Formation of Consortia
Some important personnel development curriculum and materials projects may well be beyond the resources of the State of Florida acting on its own. In other cases, Florida's needs may coincide with those of other states, so a shared responsibility is appropriate. In these situations the State should maintain the practice of entering into consortia or other cooperative arrangements in order to lessen the burden and extend the benefits to all involved.

7.3.25 Relation to Local Training Programs
While the primary concern of the PDS is that of curriculum and materials for professional development, it also has the responsibility to contribute to vocational curriculum and instruction materials development for local school districts and community colleges.

- Teacher educators should assume responsibility for preparing teachers to utilize existing and planned instructional materials produced and/or distributed by the Division of Vocational Education.
- As new vocational training curricula and materials are planned, vocational teacher educators should be involved as advisors, consultants, and developers. This will help to ensure that the products are functional, and will enable teacher education programs to be prepared to deliver the necessary related professional education.

- 7.3.26 Personnel Development in Related Agencies
PDS personnel should work closely with local school districts and teacher education centers to help them maintain relevance and quality in their personnel development activities. Vocational personnel development projects and activities undertaken by local school districts should conform to State guidelines and should be coordinated with other personnel development efforts.
- 7.3.27 Utilization of Curricula and Materials
The Personnel Development System has the professional responsibility and obligation to promote the installation and use of curricula and materials that it has specified and supported for development.

7.4.0 GUIDELINES FOR COUNCIL ACTION

- 7.4.10 Process of Curriculum and Materials Development
Curriculum development projects and materials development projects are primarily for the preparation of professional educators and are to be planned and initiated only on the basis of the substantiated needs of the profession.
- 7.4.11 Information Services
The Coordinating Council shall gather data on the curricular and instructional materials needs of Florida's vocational teachers, teacher educators, administrators, and specialists. The data will be used for planning and supporting curriculum and materials development/adaptation projects.
- 7.4.12 Criteria for Priorities
The Council shall identify criteria for developing priorities for curriculum and materials projects in relation to existing systems. The Council shall weigh the criteria as to importance.
- 7.4.13 Priorities for Development
The Council shall develop priorities for the development of instructional materials designed to support improved professional development activities in the State. The statement of priorities will be available not only to the Personnel Development System, but also to appropriate agencies and institutions concerned with instructional materials.

- 7.4.14 Utilization of Others' Curricula and Materials
The Council shall examine and review personnel development curricula and materials produced by state and national research and development centers and other out-of-state agencies. Based on priorities and needs, the Council will make a determination of the applicability of these products to Florida's personnel training requirements and make recommendations to appropriate State agencies as to their adoption or adaptation.
- 7.4.15 Materials Development
The Council shall make recommendations to the State Director of Vocational Education as to needed instructional materials for vocational education personnel. Recommendations will identify target groups, instructional content, and mode of instructional delivery to help assure maximum usefulness, applicability, and acceptance by the profession.
- 7.4.16 Field Testing and Evaluation
The Council will cooperate, as requested and as appropriate, with curriculum and materials developers in the State by assisting in the organization of field testing and evaluation of new products related to vocational personnel development. Materials for dissemination shall have gone through this field testing and evaluation process to ensure quality products.
- 7.4.20 Consortia Arrangements
The Council shall make recommendations to the State Director of Vocational Education as to the need for, and advisability of, entering into consortia or other cooperative arrangements with other states and/or agencies for curriculum and materials development.
- 7.4.30 Dissemination of Information
The Council will cooperate with the Bureau of Vocational Research, Dissemination, and Evaluation and with other appropriate agencies in keeping the State's professional vocational educators informed of ongoing funded activities in curriculum and materials development. It will also promote acceptance and utilization of resultant products by the profession.

RESEARCH

8.1.0 DEFINITION

Personnel Development System Research is the systematic process used in identification, collection, and analysis of data and the analysis of problems related to the System.

8.2.0 GOALS AND OBJECTIVES

8.2.10 Goals of the Research Component

- 8.2.11 To contribute new knowledge to the field of vocational personnel development.
- 8.2.12 To help the Council discover new ideas, make effective decisions, and increase efficiency in the operation of the Personnel Development System.
- 8.2.13 To promote research activities and the application of research results as an approach to educational change.

8.2.20 Objectives of the Research Component

- 8.2.21 Synthesize existing research related to personnel development in leadership training, curriculum development, materials development, instructional strategies, and evaluation techniques.
- 8.2.22 Evaluate and utilize research from other disciplines which has application to the PDS.
- 8.2.23 Determine the most effective models of instructional strategies, processes, and materials for the development of vocational teachers, counselors, supervisors, administrators, and teacher educators.
- 8.2.24 Encourage the selection of appropriate research problems and suitable methodology to achieve a proper balance of qualitative and quantitative research.
- 8.2.25 Translate and disseminate research results to vocational personnel in order to help them improve their professional practices.
- 8.2.26 Identify priority needs for research in personnel development.

8.3.0 GUIDING PRINCIPLES

8.3.10 Philosophical Positions

8.3.11 Topics for Research

Research is to have a direct relationship to the solution of problems in the PDS but may be coordinated with other research activities. Particular attention will be given needs identified in State plans, federal guidelines, national priorities, and legislative mandates.

8.3.12 Field-Initiated Research Topics

To provide a broad base from which research topics are drawn, provision will be made to solicit input from all personnel and agencies in the PDS.

8.3.13 Source of Contractors

A major function of the universities is to conduct research for the improvement and extension of knowledge. To the degree possible, the Council will encourage Florida vocational teacher educators to participate in the research function. Furthermore, all personnel in the PDS are to be encouraged to do research through support of individual research projects.

8.3.14 Quality of Research Projects

An important goal of the PDS research effort is to maintain and improve the quality of research in personnel development. Research projects and reports are to be equal to national standards, worthy of dissemination, and useful within the PDS.

8.3.20 Research Planning

8.3.21 Long-Range Planning

The Council will develop a five-year research plan based on a determination of PIS research goals and objectives, with particular attention given to the State plan, legislative mandates, national priorities, and federal guidelines.

8.3.22 Long-Range Plan Management

The long-range plan will be a progressive five-year document, verified and revised on an annual basis.

8.3.30 Research Financing

8.3.31 Funding Source

The primary source of funding for projects and activities will be through the Bureau of Vocational Research, Dissemination, and Evaluation. Except for external funding, the Council will ensure that research activities will be consistent with the rules and regulations of the Bureau.

8.3.32 Outside Funding Sources

In addition to support from the Bureau of Vocational Research, sources of funds for research projects will be sought from a variety of agencies, including federal, State, and private institutions.

8.4.0 GUIDELINES FOR COUNCIL ACTION

8.4.10 Standing Committee

The Council will appoint a standing committee for Research with membership consisting of the Division Representative, at least one University Representative, one representative from the Bureau of Vocational Research, Dissemination, and Evaluation, and one other member selected from PDS personnel in the State.

8.4.11 Specific duties of the standing committee include:

- conduct an annual survey for research topics
- review research recommendations from the Planning component
- prepare a progressive five-year research plan, annual updates, established priorities, and expenditure projections for Council approval
- prepare annual reports of research activity
- review research proposals
- work with the Director of Funding Procurement to identify funding sources for selected projects
- sponsor a research information service for PDS personnel
- assist in the coordination of ongoing research projects approved by the Council
- place appropriate research documents into PDS archives

8.4.12 University Representative Membership

With the recommendation from the Chief of the Bureau of Vocational Research, Dissemination and Evaluation, a University Representative will be a member of the Research Coordinating Council of the DVE.

8.4.20 PDS Personnel Survey

A survey for research topics in the PDS shall be conducted annually. The purpose of the survey will be to solicit research questions and perceived research problems from practitioners within the system.

8.4.30 Requests for Proposals (RFP)

Requests for proposals related to vocational personnel development will be advertised by the Council through standard publications. Additional RFP distribution will be made according to the logic and demands of the situation.

8.4.31 Unsolicited Proposals

Provisions will be made by the Council to process and recommend for funding unsolicited proposals on topics related to the PDS. Special consideration should be given to individuals with creative and innovative proposals.

8.4.32 Proposal Format

All proposals should follow the format used by the funding agency that will receive the proposal.

8.4.40 Coordinating Ongoing Research Projects

The Council shall assist in the organization and maintenance of a system for coordinating approved research projects. The purposes of such a coordinating system are to assist researchers in their efforts, provide appropriate recommendations, help maintain the project schedule, assist in the maintenance of quality work, and ensure proper accountability of funds.

8.4.50 Dissemination of Research Results

8.4.51 Regular Channels

It is the responsibility of the Council to assist the Bureau of Vocational Research, Dissemination and Evaluation in disseminating research findings from sponsored projects.

8.4.52 Research Feedback

The Council will inform PDS personnel of research findings which may improve PDS practices, and of other general information gathered by the PDS Personnel Survey. This responsibility implies the dissemination of a regular newsletter or similar publication.

8.4.60 Annual Reports

The Council shall prepare an annual summary of research activity sponsored by the PDS to submit to the State Director of Vocational Education.

8.4.70 PDS Archive Provision

Relevant research related documents which may have historical or procedural significance to PDS development shall be placed in the archive files.

EVALUATION

9.1.0 DEFINITION

Evaluation is the systematic investigation of the worth or merit of a Personnel Development System (PDS) activity, project, or instructional material. Evaluation includes periodic review and assessment of activities and projects being conducted by the Council, as well as review and assessment of the goals and objectives of the PDS.

9.2.0 GOALS AND OBJECTIVES

9.2.10 Goals of the Evaluation Component

9.2.11 To improve the quality of decisions reached, by having systematic evaluation procedures.

9.2.12 To promote accountability, by advocating that evaluation methods, procedures, and standards be incorporated into activity and project plans.

9.2.20 Objectives of the Evaluation Component

9.2.21 Develop evaluation procedures and standards.

9.2.22 Review plans of activities and projects to ensure that proper evaluation procedures are included.

9.2.23 Evaluate the worth or merit of PDS activities and projects.

9.2.24 Evaluate the overall direction of the Personnel Development System.

9.2.25 Report to the profession the results of evaluation of PDS activities and projects.

9.3.0 GUIDING PRINCIPLES

9.3.10 Philosophical Positions

9.3.11 Comprehensive Evaluation

An effective evaluation system can help ongoing functions and activities operate more effectively by providing feedback for decisions. Therefore, it is of paramount importance that all functions and activities of the Personnel Development System be evaluated.

9.3.12 System Evaluation

It is not the intent of the evaluation function to replace or duplicate existing evaluative activities or agencies, nor to evaluate an institution per se. It is expected that those activities of the institution which fall within the purview of the Personnel Development System shall be evaluated. This is to help ensure that all activities and projects of the Personnel Development System are evaluated.

9.3.13 Planned Evaluation

Evaluation of the Personnel Development System must be planned, and this process is seen as continuing. It may be considered as the nucleus of the system as it interacts with all other functions of the Personnel Development System. It interacts with needs assessments, goals and objectives, planning, and implementation. Evaluation data from a current activity becomes needs-data for future activities.

9.3.14 Positive Use of Evaluation

Evaluation of personnel development products and processes are conceived as positive in nature.

9.3.15 Varied Input for Evaluation

Evaluation of Personnel Development System activities will use as wide a variety of techniques, inputs, and analyses as appropriate.

9.3.16 Quality of Evaluation

It is the aim of the Personnel Development System to produce evaluations of high quality. To help ensure quality in evaluation, information which is quantitative or qualitative, reliable, and valid will form the basis for evaluative decisions.

9.3.17 Ethical Standards

PDS evaluation standards, as well as evaluation reports, must ensure that the rights of persons affected by the evaluation will be protected. The Council, and those conducting evaluations of PDS activities, must learn about, and adhere to, appropriate laws concerning personal privacy, freedom of information, and the protection of human subjects. Evaluators are expected to live up to the highest principles and ideals of vocational education.

9.3.20 Evaluation Procedures, Information, and Data

9.3.21 Formative

Personnel development activities that continue over an extended period of time should include, as part of the plans and ongoing activities, formative evaluation procedures. The purpose of such formative evaluation is to improve the PDS activity while it is still being developed.

9.3.22 Summative

Long-term and short-term personnel development activities should include summative evaluation procedures. The purpose of such summative evaluation is to determine the effectiveness of the PDS project or activity.

9.3.23 Quantitative Information

Quantitative information consists of facts and claims that are represented by numbers. Quantitative analysis is the process of compiling, organizing, manipulating, and validating quantitative information so that certain questions about an activity can be answered.

9.3.24 Qualitative Information

Qualitative information consists of facts and interpretations that are in narrative rather than numerical form. Qualitative analysis is the process of compiling, organizing, validating, and interpreting qualitative information about an activity so that questions about that activity can be answered.

9.3.25 Evaluation Data

9.3.251 Context

Context data describe the environment in which activities are taking place. Context data could include facilities, equipment, supplies, rules and policies, personnel skills, and scheduling.

9.3.252 Product
Product data focus on the outcomes, results, or products of an activity.

9.3.253 Process
Process data focus on the activities and procedures applied to the achievement of the desired outcomes.

9.4.0 GUIDELINES FOR COUNCIL ACTION

9.4.10 Evaluation Procedures and Standards

The Council shall review plans for personnel development activities to ensure that evaluation methods, procedures and standards are incorporated into activity and project plans.

9.4.20 Evaluation Information

The Council shall communicate with established PDS committees and task forces to determine what information or data is required for evaluation decisions. The Council must specify what information is necessary, what committee or task force requires the information, and when the information is required.

9.4.30 Analysis

9.4.31 Quantitative Analysis

The Council shall review evaluation plans to ensure that in plans which describe quantitative analysis, the quantitative information is appropriate and will be systematically analyzed so that supportable interpretations are possible.

9.4.32 Qualitative Analysis

The Council shall review evaluation plans to ensure that in plans which describe qualitative analysis, the qualitative information is appropriate and will be systematically analyzed so that supportable interpretations are possible.

9.4.40 Evaluation of Outcomes, Results, and Products

The Council shall, when appropriate, make decisions about the outcomes, results, and products of an activity in which it is engaged. The Council shall ensure that objectives are well stated, so that evaluation of their achievement is straightforward--either by direct measure of the behavior stipulated in the objective or indirect inference based on the evaluation of some related variables. Provision shall be made to evaluate unexpected or fortuitous consequences of a PDS activity.

9.4.50 Evaluation of Process

The Council shall, when appropriate, make decisions to determine whether the process used resulted in achieving the desired objectives. The Council must ensure that a procedure is described specifically enough so that it can be certain the process is taking place.

9.4.60 Evaluation of Context

The Council shall, when appropriate, make decisions to determine whether the environment has affected the results in achieving the desired outcomes.

9.4.70 Results of Evaluation

The Council shall make regular public reports of the results of evaluation of all ongoing activities of the Personnel Development System. Council decisions based on evaluation results shall be included in the reports.

9.4.80 Objective Reporting

Whenever feasible, and particularly in the case of costly and long-term projects, the Council shall plan to include evaluators who are outside the PDS activity being evaluated, and who do not stand to be affected by the results of the evaluation.

9.4.90 Implementation Time Line

Because development and installation is a complex and demanding task, the Council will develop a time line over which the evaluation system can be reasonably implemented.

9.4.91 Development of Specific Evaluation Procedures and Standards

The Council shall establish a standing committee or special task force charged with developing specific PDS evaluation procedures, requirements, and standards to be utilized in the operation of the Evaluation component.

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